

" RURAL ENRICHMENT EDUCATION PROJECT FEATURING DEVELOPMENT
OF ALTERNATING MODELS AND STRATEGIES FOR SELF LEARNING
FOR THE RURAL YOUTH ON TOPICS RELEVANT TO THEIR LIFE "

PILOT STUDY

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(REEP)

RATIONALE :

India has been, still continues to be and will remain in the foreseeable future, a land of village communities. With more than 500 million people living in rural areas, any strategy of development that neglects rural areas cannot be successful. The need for regeneration of rural life was stressed by Mahatma Gandhi. He wrote in ' Harijan ' (4th April & 29th August 1936),

" India is to be found not in its few cities but in its 700,000 villages. But we town dwellers have believed that India is to be found in its towns and the villages were created to minister to our needs I will say that if the village perishes, India will perish too. "

Rural development is therefore an absolute and urgent necessity in India. Rural development can be defined as a process of developing and utilizing natural and human resources, technologies, infrastructural facilities, institutions and organizations, and government policies and programmes to encourage and speed up economic growth in rural areas, to provide jobs and to improve the quality of rural life towards self sustenance. In addition to economic growth, the process typically involves changes in popular attitudes, and in many cases even in customs and beliefs.

In his thesis of 'Spread and Backwash' Effects, Gunnar Myrdal emphasizes the role of noneconomic factors in development, and highlights the backwash effects of growth brought out by the free play of market forces. The clustering of labour, capital, goods and services in certain localities and regions leave the remaining areas, mostly rural, more or less in backwaters and accentuate regional inequality. Concentration of firms, capital and talented individuals in certain localities (growth points) at the expense of surrounding areas (backwash) lowers the level of economic development below what it would have been if growth points had never emerged.

Against the backwash effects there are however certain centrifugal 'spread effects' of expansionary momentum from the centres of economic expansion to other regions. Empirical evidence shows that 'backwash effects' are neutralized by 'spread effects' only at a high level of development. This is one of the reasons why rapid sustained progress becomes an almost automatic process once a country has reached a high level of development. At low levels of development the 'spread effects' are either very weak or are just strong enough to cancel the 'backwash effects' and the result in both the cases is poverty and stagnation.

Thus we need to have a high level of development spread out throughout rural areas in India. This cannot be done by government agencies alone. Educational institutions have an important role to play in this respect.

Education is an important institution in any modern society. It is expected to subserve the function of 'Socialization' of the young in society. The critical issue in respect of the socialization function of education is the issue of relevance. One mode of judging the relevance of a system of education is to examine its 'usefulness' in the life of the student as an individual. Relevance here means that the system imparts to him the type of knowledge or skills that he needs or thinks he needs. It helps him to achieve the occupational goals that he wishes to pursue. The system may help him to achieve these goals by enabling him to acquire the knowledge and the skills needed for his particular occupation. In this sense it is considered 'relevant'. Educational institutions can play a role in rural development by imparting relevant education. This would mean imparting knowledge and skills needed for different vocations. For this we need to identify the occupation desired by rural youth, and whether they are in harmony with the rural environment. It was in this context that the project was undertaken to develop strategies for self learning for the rural youth in vocations relevant to their life.

1.1 ASSUMPTIONS MADE

At the outset the investigators made the following assumptions :

- (1) All activities, as far as possible, should be based on local physical resources.
- (2) The ideas should be generated by the rural children themselves.

- (3) The activities should be decentralized as far as possible in order to involve as many people as possible.
- (4) The capital intensity in the activity should be as low as possible so that the main constraints on the production in the area will be the training of people. If the educational institutions can be encouraged to take on this role then it becomes the supplier of skills and hence a direct integral link with the overall development of the area.
- (5) The trainees must learn to become self reliant and manage these activities themselves. This is part of the educational process through which they go.
- (6) In the course of developing new activities, the learner should be encouraged to learn the technical, managerial and social aspects of the activity.
- (7) The link between the activities and the formal educational system should be the school teacher, and attempts should be made to organize the teacher to take an active role in these development.

1.2 THE APPROACH :

Certain views on learning and education influenced the approach adopted for the project. Learning occurs all the time, everywhere, with everybody, whatever he or she does: It can be wholly inadvertent and it can occur without the individual doing anything about it. It there is no variation in what he does or the

environment within which he lives and works, This learning can be extremely narrow. In order to enable him to widen his horizons, what is needed is intervention on the part of someone or some agency, with the deliberate intention of helping him to increase his learning capacity. The aim of education for development should thus be to make learning deliberate, help enhance the capabilities of learning and help people learn how to learn.

In rural areas this approach would involve imparting rural education according to needs of the rural community. But there are many practical difficulties which would not permit different curricula content being adopted in rural areas. The solution appears to be to impart such need-felt rural education as an extracurricular activity. This approach is to be the basis of this project. It would enable rural education to be learnt by the rural youth without affecting the academic structure, using appropriate technology. Use of appropriate technology can increase efficiency, raise production, augment the earned wages, and render manipulations handy and remove its drudgery. It can enable utilization of new resources and generate employment potential. REEP proposes to impart need-based rural education as an extra curricular activity using appropriate technology, as a prototype tried out on a small rural community.

2.0

EFFORTS AT RURAL DEVELOPMENT :

Government of India during its successive plans has been making an intensive effort for rural development. There used to be different schemes for different objectives, which have now been amalgamated into Integrated Rural Development programme. Minimum Needs Programme is now gaining ground in which the basic amenities such as elementary education, rural health, nutrition, rural water supply etc have to reach the poorest, irrespective of what they can afford. It is often found that it is the big farmers who monopolise the benefits of such schemes. Though substantial employment in rural areas is likely to be in agriculture and other allied occupations it is necessary to divert surplus manpower from the farm to nonfarm sector. From this point of view two programmes were introduced. ISB (Industries Services and Business Component of IRD) aimed to increase the income of existing artisans and to bring into being a new class of artisan entrepreneurs. TRYSEM (National Scheme for training of Rural Youth for Self Employment. The main purpose is to equip rural youth with necessary skills and technology to enable them to take to self employment. Both the schemes have not shown much success.

Rural Development cannot be achieved just by Government but needs sustained inputs by voluntary organizations. Several voluntary organization have been doing commendable work. In Maharashtra Vilas Salunke has established a mass movement of Pani Panchayat. Tatya Kore has built up an irrigation cum sugarcane cum dairy

complex at Varana Nagar (near Sangli). Manilal Desai has established Bharatiya Agro Industries Foundation at Uroli Kanchan. These are just few instances of isolated work done in few areas.

Mr. R. N. Jashi's scheme on Relevant Non Formal Education for Rural Prosperity was tried out on experimental basis at Charholi. The experiment brought out that audiovisual programmes were very well received by the villagers.

There are few researches in this area Saxena (1973) undertook a feasibility study for a plan of instructional technology development for agricultural universities in India. Khan (1963) has made a comparison of rural education system of Mexico with that of India. Patel (1967) studied communication behaviour of village level workers in Surat and Mehsana districts of Gujarat. Bhatnagar (1980) offered an educational policy analysis in relation to education of rural women and its influence on fertility decline in India.

2 OBJECTIVES OF THE PROJECT :

- (1) To find out the needs of the rural community, school students, and dropouts in terms of vocational choice and educational enrichment.
- (2) To offer rural students and dropouts training in vocations of their choice and other educational enrichment through appropriate technology.
- (3) To offer guidance to rural school students and dropouts in respect of prospective employment.

- (4) To develop a strategy for learning of rural youth in various vocations.

(4:

4.0 SELECTION OF CENTERS

The project was conducted in two villages : Gorhe village and Khadakwadi village.

4.1 Following activities were undertaken at Gorhe village.

- (i) Introduction to electronics, crafts and soap making through workshops, demonstrations and participatory training.
- (ii) Rakhi making
- (iii) Tailoring
- (iv) Demonstration on Food and Nutrition
- (v) Health Service Camp
- (vi) Organization of cultural activities through youth.
- (vii) Tree plantation with the help of villagers.
- (viii) Preparation of Greeting cards.

A group of twenty B.Ed. students were involved for organizing and training the villagers. Once a week they used to go and give demonstration and guidance to the villagers. However, the villagers were interested more in entertainment and related activities, rather than in learning the skills required:

Experience ⁱⁿ working with the villagers of ~~Gorne~~ ^{the} village showed that the villagers were too busy during the day time with their occupations to attend the lectures and demonstrations planned. Also, though they showed interest in various activities, specially the womenfolk, gradually the interest waned, and they stopped coming to the centre gradually. The villagers themselves did not show any initiative to plan organize and manage the purchase of raw materials and sale of the finished products. They wanted some external agency to do these jobs, they were willing to work only if they got payment on the spot, for the work done. The lack of a permanent centre, where work could be carried on, and availability of village personnel willing to overlook the work became the main hurdles in the implementation of the project.

4.2 ACTIVITIES AT KHADAKWADI :

In view of the above experiences, it was decided to take up a school in Khadakwadi village and concentrate on students in the age Group of 11-15 years and dropouts.

Khadakwadi village situated 20 kms. from Poona is situated on the banks of river Mutha . It is surrounded by hills on all sides and has a very exciting past.

The Dharmdhere clan of people served Shivaji Maharaj by helping to protect Shingad fort. Originally there was only one gram panchayat called Agalambe. The village was given as a gift

by Shivaji Maharaj to the Dhamdhere clan for their faithful service. The people living in the village are mainly Marathas. The village has only one primary school from std. I to V.

There is no high school in the surrounding area of 15 kms, Madhyamik Vidyalaya was started by Prof. D. G. Nerlekar, ex-principal of Adarsha College of Education in 1985. The land for the school has been given by the villagers free of cost. At present the school has 279 students in std. V to X, 195 boys and 84 girls. It has a dedicated staff of nine teachers, who helped in REEP in many ways, specially Principal Bhosale and Art teacher Mr. Khulum. This school is conducted by Bhagirath Social Trust, Ram Nagar, Khadakwadi, Post Kurje, Taluka Haveli, District Poona, it caters to 5 villages around it. This village was selected because it is a predominantly agricultural village. There is no other business activity being conducted around it. There are no general stores, grocery shop, tailor, bakery etc. For any requirement, the villagers have to walk two to four kilometres through hilly paths to reach a bigger village, where there are some facilities available but not adequate. For most major requirements the villagers have to go to Poona which is 20 kms. away. Though there is a primary health centre, it has been abandoned and not functioning. The nearest big village is Uttam Nagar, five kilometres away. The buses tend to be irregular and at intervals of two to three hours. The Bhagirath Social Trust has plans to start with the help of the villagers, bakery, general store, vegetable shop etc. a sort of self sufficient minimarket

where villagers can sell their produce and purchase what they need. Since the villagers are busy with farming only during the rainy season and harvesting, they can make use of the time when they are free, in production of bread, soap, exercise books, pickles papads etc. The Bhagirath trust intends to start a centre in the school for training the villagers and students. It was with the intention of developing a prototype methodology for providing training in various vocations that a pilot study was undertaken with one vocational training course.

5.0 ASSESSING THE NEEDS OF THE RURAL COMMUNITY (KHADAKWADI)

A questionnaire was given to the students of std. VII , VIII and IX of the school (Questionnaire : Appendix 1). The villagers were interviewed by two teachers of the school, recruited for the purpose (Interview Schedule : Appendix 2).

ANALYSIS OF THE QUESTIONNAIRE ADMINISTERED TO STUDENTS

- (1) NO. OF STUDENTS : 97 students of std. VII, VIII and IX of Madhyamik Vidyalaya Khadakwadi.
- (2) OCCUPATION OF FATHER : 79 Agricultural workers.
7 Employees in industries in Poona.
2 Labourers.
6 Own business (fishing cattle, carpentry)
- (3) OCCUPATION OF MOTHER : 62 housewives
30 farming
1 shop keeping
4 Labourers
1 Fishing

- (4) INCOME OF FAMILY : Up to Rs. 500 (12)
Rs. 500 - 1000 (11)
Above Rs. 1000 (13)
Others did not give.
- (5) CHILDREN IN THE FAMILY : 1 - 3 (23)
3 - 5 (45)
Above 5 (27)
- (6) ORDINAL POSITION OF THE CHILD : Elder (23)
Middle (27)
Youngest (33)
- (7) HOBIES : Outdoor games (40)
Gardening (11)
Swimming (7)
Reading (7)
Others : Stamp collection/stitching/
Knitting (1-3)
- (8) GAMES PLAYED : Kabbadi 55
Cricket 71
Kho-Kho 47
Langadi 13
Others : Wrestling Volley ball/
Football (1-3)
- (9) AWARDS RECEIVED : NIL beyond school
- (10) SUBJECTS FAILED IN : English (22)
Maths (25)
Hindi (4)
- (11) FUTURE PLANS : 92 students out of 97, would like
to go to college for further studies.
- (12) WHETHER THEY WOULD LIKE TO FOLLOW FATHER'S OCCUPATION : Yes (51)
No (38)

(13) WHETHER THEY WOULD : 85 out of 97
LIKE TO HAVE students wrote Yes.
TRAINING IN DIFFERENT
VOCATIONAL COURSES

(14) WILL THEY BE ABLE TO : 83 out of 97
EARN AFTER TRAINING students wrote Yes
IS PROVIDED

(15) PLACE WHERE THEY : Poona (54)
WOULD LIKE TO WORK in the village (35)
Any where (3)

(16) VOCATIONAL COURSES VOCATIONAL COURSES SCHOOL
PREFERRED SHOULD START

Rakhee	(11)	(5)
Soap Making	(3)	(6)
Tree plantation	(37)	(23)
Things made of	(5)	(3)
waste material		
Greeting cards	(21)	(10)
Envelopes	(4)	(1)
Bookbinding	(33)	(36)
Sewing/	(11)	(10)
Embroidery		
Bread/Biscuits	(4)	(11)
Jam/ etc	(1)	Nil
Syrup	(6)	(1)
Note books	(35)	(41)

5.1 ANALYSIS OF THE QUESTIONNAIRE :

From the analysis of the questionnaire, it can be seen that Khadakwadi is predominantly agricultural community, with half the population living below the poverty line. Majority of the families seem to have more than three children and there are more younger children of families studying than the elders. On further questioning it was found that most of the elders boys had dropped out and took up jobs either in the fields at home or travelled daily to industrial areas of Pune, where they worked as casual labourers. Very few were skilled workers. But there is growing awareness that education is essential for them to get jobs as workers in industry, which for most is an unattainable goal. There were no recreational activities except outdoor sports and watching T.V.

Most students were enthusiastic about being trained. Bookbinding and making of exercise books emerged as the most popular vocation. On personal interviews, the students said that they had no money to purchase notebooks, which they needed in their schools. They would like to make their own exercise books and if possible sell them and make some extra money. Bal Bharati in Poona has a scheme through which they provide subsidized paper to schools, get exercise books made and purchase these back from the school. It was felt that after receiving training, the school may be involved in the scheme.

Another demand from most students was that they should be

be taught English language. Majority of the students failed in English in Std. X. But, more than that the general feeling was that learning of English language would open up avenues to them for future prospects.

5.2 SELECTION OF ACTIVITIES :

On the basis of the needs expressed by the students, it was decided to give students of std. VII, VIII & IX vocational training in bookbinding, making of exercise books and teaching English Vocabulary. Efforts were made to rope in drop-outs also, but not many of those who were contacted turned up for the training programme. The project was planned for one month in July 88.

5.21 BOOKBINDING :

Mr. Kothekar a retired teacher of Nutan Marathi Vidyalaya, consented to train the students in bookbinding. With the help of slides, he gave theoretical orientation for 8 days. He discussed with the students the historical aspect of bookbinding, how book binding was done in the past and is being done at present and the new trends.

Unfortunately he fell ill and was not able to continue with the training. Students therefore did not get any practical demonstration of book binding or any practice in the job. We were not able to find anybody to take his place, within the limited time span.

5.22 MAKING EXERCISE BOOKS :

Ram Kamble of Adarsha College of Education and Research, Pune who has a number of years experience of working in a press and has a small press of his own, took up the challenging job of teaching the students to make exercise books. All the raw material was bought from the market.

Preparation of Notebooks or Exercise books

purchase papers of 15" x 6" Fold the papers into two parts to form pages of a note book. (Fig. 1)

(1) 80 PAGES NOTEBOOK. Take 20 pages 15" x 6" folded papers.

Take some size cover. Using compass make holes through the pages at four places at equal intervals. Put pins through these four holes. (Fig. 2). Use cutting machine for cutting the sides of the notebook evenly.

(2) 100 PAGES NOTEBOOK : Take 32-33 papers size 15" x 12" Stack them together. Stitch them at the centre. Take two cardboards of the same size as the papers. Keep them close together covering the papers. Paste them together with a piece of canvas. Paste the cardboard cover to the papers where they have been stitched and apply pressure (Fig 4). After drying it, take first paper from inner side, apply gum on it and stick it on the inner side of the cardboard. Similarly stick the last paper to the other side of the card board. Take coloured designed papers of the same size as the cardboard

and stick them with the help of gum on the front and back of the cardboard. Then press the notebook and ~~cut~~ sides properly on the cutting machine (Fig. 5).

(3) 200 PAGES NOTEBOOK. Take 4 bundles of 12 pages and four bundles of 13 pages; total 100 pages. Fold them and stack them one above the other properly. Stitch all eight bundles of paper tightly. Use the same procedure for fixing cardboard covers and cutting, as for 100 pages notebook (Fig 6 & 7).

(4) PREPARATION OF ENVELOPES : For large envelopes take papers 12" long and 16" broad. Fold the paper into four parts vertically. Cut the flaps on the sides as shown in fig. 8 and stick the sides. For small envelopes take paper 11" x 8" and fold it as shown in Fig. 9 , to prepare envelopes.

Preparation of Exercise BOOKS

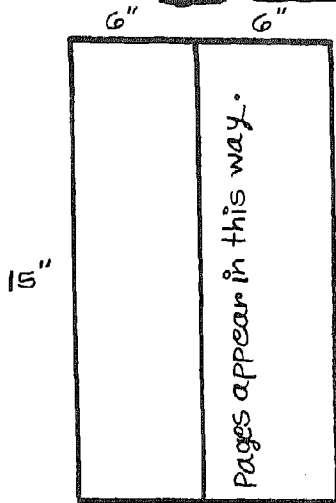


Fig: 1

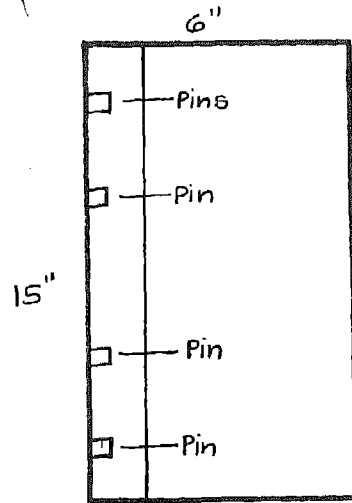


Fig: 2

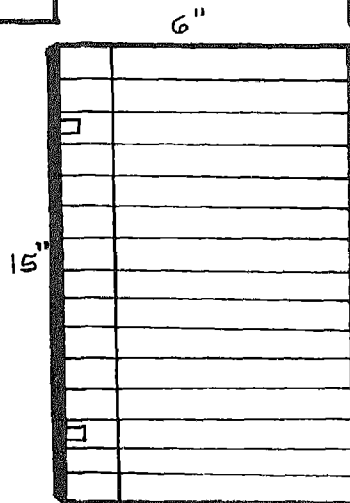


Fig: 3

After cutting.
note-book of 80 pages
is ready.

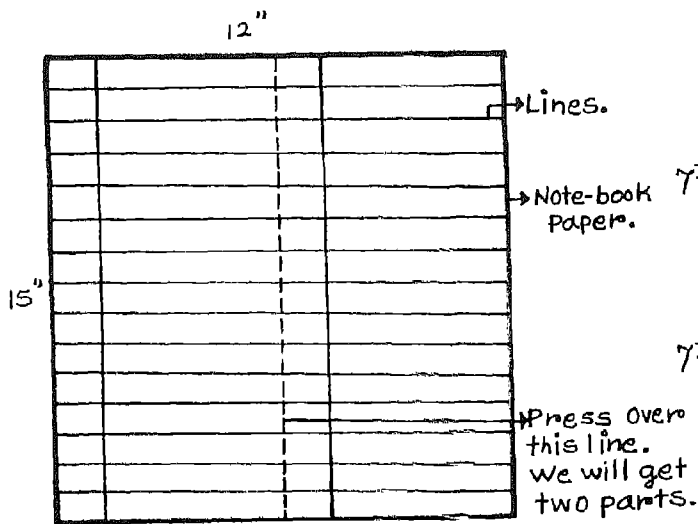


Fig: 4

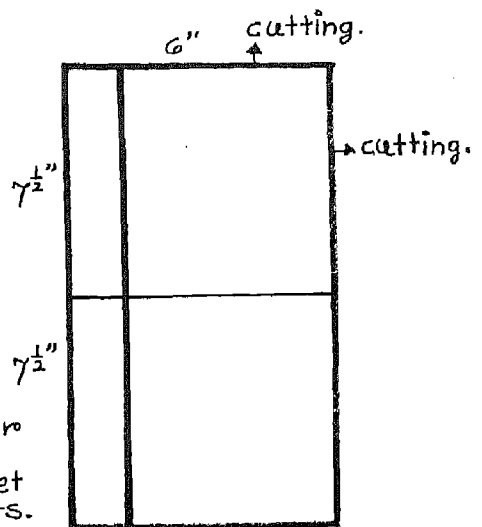


Fig: 5

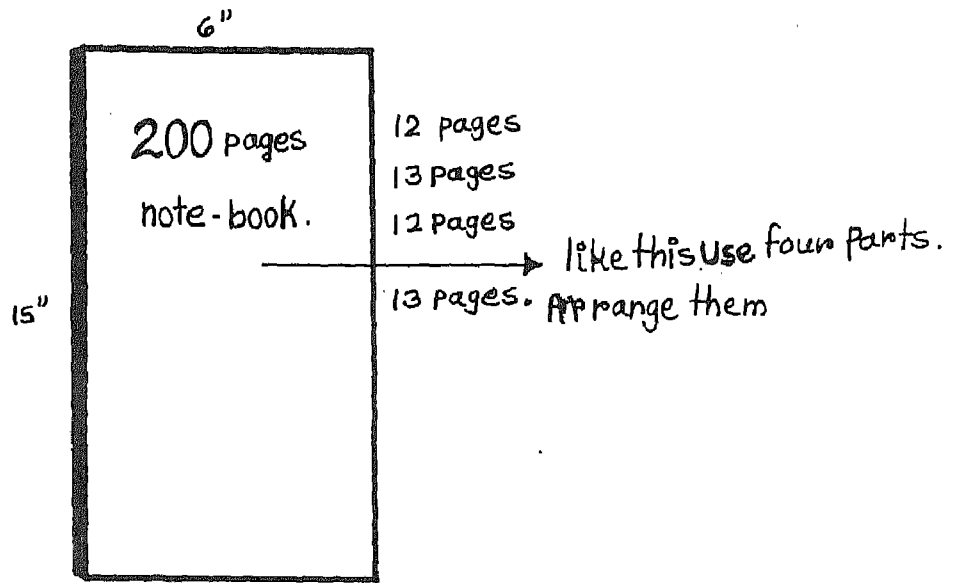


Fig: 6

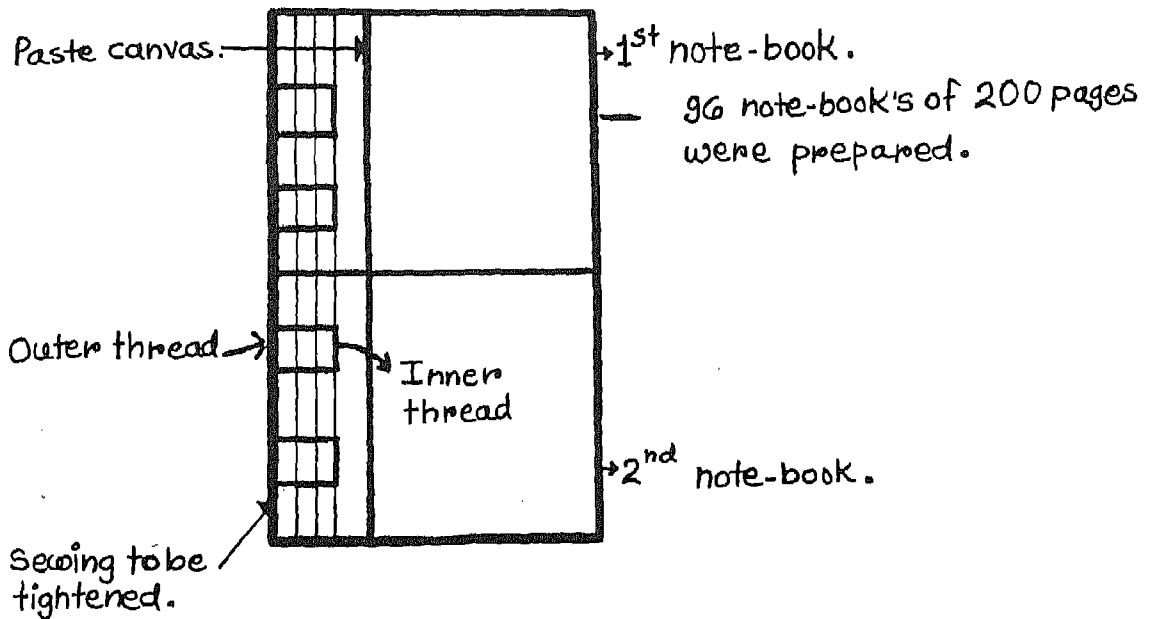


Fig: 7

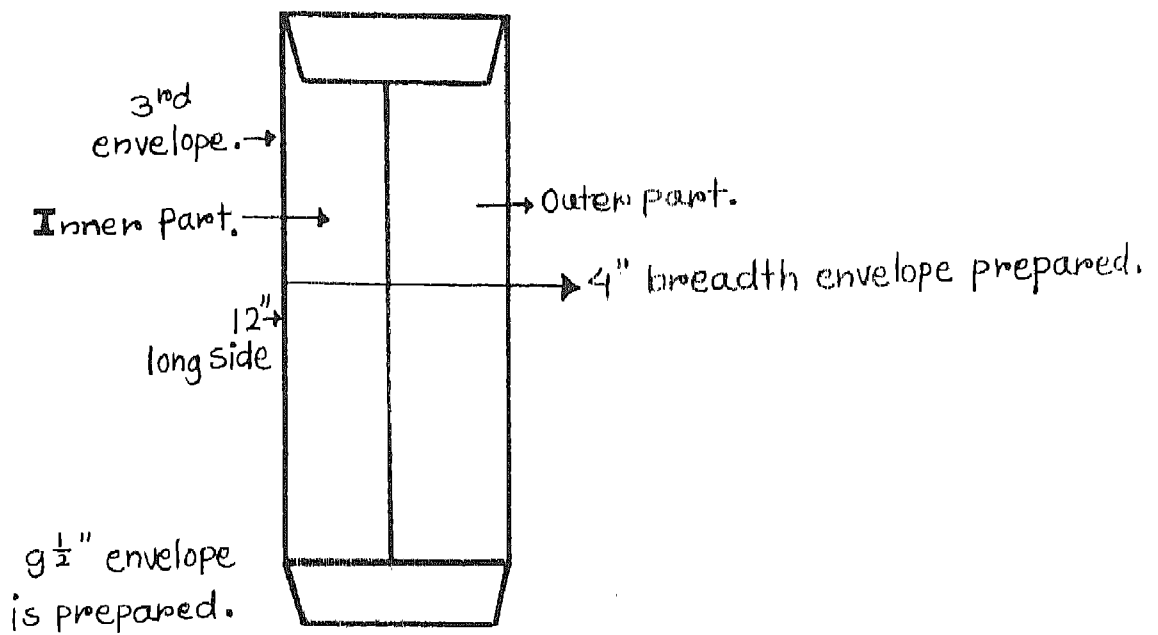


Fig: 8

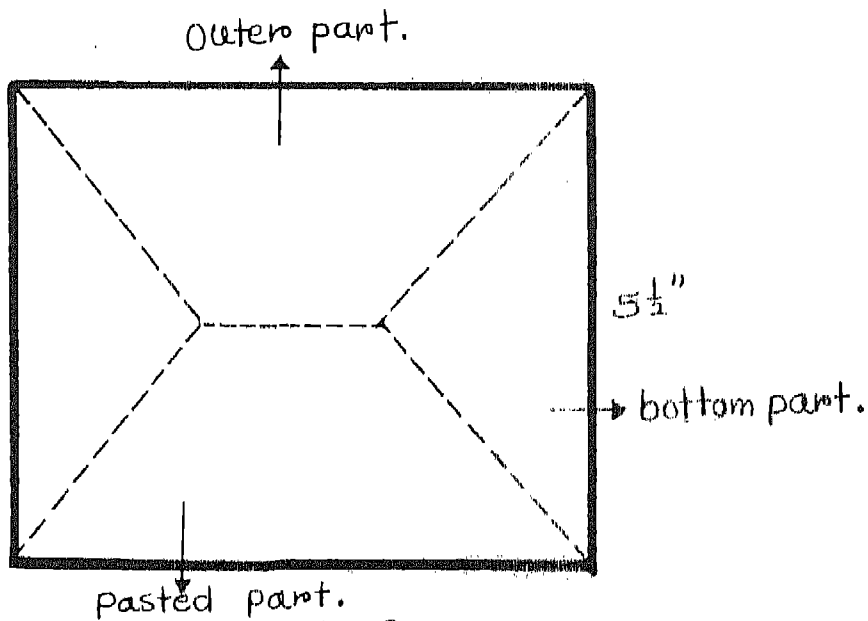


Fig: 9

5.23 TEACHING OF ENGLISH LANGUAGE TO STD. VII - IX

(a) TEACHING OF ENGLISH LANGUAGE TO STD. IX.

A list of words was chosen of each vowel. The words were arranged according to their increased difficulty level.

eg : a/at, rat, late, later

pan, pane, paint

Similar procedure was followed in respect of the vowels

e, i, o, u.

As a first step, the children were taught pronunciations of these Alphabets. They would write the whole list without any mistake. To make it easier for them the sounds were related to their mother tongue. Just as in Marathi we have **सर** and **उर** "Similarly it was explained to them that, English language has vowels and consonants."

VOWELS

A drilling practice was given and then the children were asked to copy them down in their note books.

The sound of consonants in the formation of words was given in their mother tongue.

A -	अ A	B -	ब
C -	क	D -	ड
E -	इ E	F -	फ
G -	ग	H -	ह
I -	इ	J -	ज
K -	ख	L -	ल
M -	म	N -	न
O -	ओ O	P -	प
Q -	क्यू	R -	र
S -	स	T -	ट
U -	यू U	V -	व V
W -	डब्ल्यू W	X -	एक्स X
Y -	वाय Y	Z -	जेड Z

Thus how the basic sounds change when they come in contact with vowels was ^{explained.} Also it was pointed out to them that closer we find two vowels they have an effect on each other and change the pronunciation of the word.

for eg. ~~in~~ an , pan , can

we have a single vowel.

(प) P + an → pan

When e is added to it we pronounce it as ane (ऐन).

also when i is added to it we pronounce it as ani (ऐन)

It was found that the children knew many words. They could not say the words properly. Their reader had difficult words. So the teaching approach had to be changed in these circumstances.

The children were asked to give examples of words. First two, three single words and then difficult words.

The children could identify many words from their Reader where the vowel was repeated. They were advised to search for these words from the three lessons they had already completed.

Their basic difficulty in pronouncing words beginning with B, P, F, C, . . . They tend to make these letters as

ब्या , प्या , फ्या etc. Whenever a word ended with 'ed' they pronounce it as (अड).

There was much to be done in a short period. But it was possible to help them in a few things.

The children were then asked to read a new lesson. They used to realise their mistakes and repeated the words by pronouncing them better. Thus it was observed that this was an effective method.

(i) READING TEST

Reading of individual students of (Page number 18 and 20)
English Reader L - 4 - Cycling Round The world.

Pre-test and post-test scores are given in Table No. 1

TABLE NO. 1.

STD : IX : SCORES ON READING

ROLL NO.	PRE-TEST	POST-TEST
1	17	21
2	10	13
3	10	16
4	14	26
5	11	22
6	A	A
7	13	25
8	20	28
9	14	23
10	16	19
11	18	29
12	20	26
13	A	A
14	3	10
15	8	10
16	A	A
17	20	21
18	20	26
19	11	10
20	19	26
21	13	25
22	10	15
23	16	26
24	8	20
25	19	25
26	18	21
27	10	21
28	10	28

ROLL NO.	PRE-TEST	POST-TEST
29	17	25
30	15	25
31	16	26
32	13	24
33	0	10
34	15	26
35	16	23
36	A	A
37	A	A
38	22	25
39	25	25

Pretest and Posttest scores on Reading were analysed using the formula for significance of difference between correlated means .

$$SE_{\bar{D}} = \sqrt{\frac{6M_1^2 + 6M_2^2 - 2Y_{12}}{6M_1 6M_2}}$$

N = 34	<u>Pretest</u>	<u>Post- test</u>
Mean score	14.3 (M ₁)	21.7 (M ₂)
Standard Deviations	5.2 (S ₁)	5.6 (S ₂)
Standard Error of means	0.89 (SE ₁)	0.96 (SE ₂)
Difference between Means : 7.4		
Correlation between pretest & post-test $r = 0.70$		
t : 10.4 (significant at . 01 level)		

Thus, we find that within a short period, with effort, students were able to progress in the learning of language. This was, however, limited to a very small part of their syllabus.

(ii) SPELLING TEST :

Words for dictation (test)

- | | | | |
|----------------|-----------------------|-------------------------|--------------------------|
| (1) Swan | (2) Earth | (3) War ship | (4) Deed |
| (5) Introduce | (6) Shadow | (7) Thought | (8) noticed |
| (9) Pleased | (10) Smoke | (11) Teacher | (12) Proper |
| (13) Subject | (14) Afraid | (15) Bright | (16) Arr ange |
| (17) Provide | (18) Develope | (19) Replied | (20) Surrounded |
| (21) Purpose | (22) Branch | (23) Adopted | (24) Prepare |
| (25) Essential | (26) Rough | (27) Easily | (28) Western |
| (29) Complete | (30) Smooth. | | |

STD : IV SCORES ON SPELLING.

ROLL NO.	PRETEST	POST-TEST
1	9	10
2	10	13
3	10	16
4	16	26
5	19	22
7	18	25
8	12	28
9	16	23
10	9	19
11	17	29

11

11

ROLL NO.	PRETEST	POST-TEST
12	20	26
13	A	A
14	0	10
15	4	10
16	A	A
17	10	21
18	10	26
19	14	22
20	12	21
21	15	25
22	12	22
23	14	26
24	10	23
25	12	19
26	9	10
27	4	14
28	10	17
29	12	25
30	17	23
31	10	19
32	12	20
33	10	18
34	8	13
35	7	15
36	10	21
37	9	15
38	17	24
39	10	26

Pretest and Posttest scores on spelling were analyzed to find out the significance of difference between means. The same formula as for reading was used.

N = 36	Pretest	Post-test
Mean scores	11.5 (M_1)	20.0 (M_2)
Standard Deviations	4.3 (σ_1)	5.5 (σ_2)
Standard Error of Means	0.71 (σ_{M_1})	0.91 (σ_{M_2})
Difference between Means	8.5	
Correlation between pretest and post-test 0.73		
$t = 13.9$ (significant at .01 level)		

Thus, it can be seen that students have made improvement in spellings also

In conclusion it can be said that enrichment course even for a short time was beneficial for the students of std. IX . Also, Most of the mistakes made by them were due to wrong pronunciations learnt by them. The enthusiasm and willingness of the students to want to learn was really admirable.

(b) STD : TEACHING OF ENGLISH LANGUAGE
 VIII

A vocabulary of 70 words (List - A) were selected from text books of Std. V to VIII (List B) Flash cards were prepared and students given training in pronunciation and spellings. Pretest and Posttest were given by selecting 25 words from the vocabulary. The scores are given below.

PRONUNCIATION

ROLL NO.	PRETEST	POSTTEST
1	23	28
2	19	23
3	10	27
4	16	27
5	20	25
6	27	30
7	23	28
8	22	26
9	8	12
10	24	26
11	23	28
12	15	20
13	18	25
14	23	27
15	6	29
16	24	28
17	20	28
18	24	24
19	22	28

ROLL NO.	PRETEST	POSTTEST
20	22	27
21	21	28
22	24	28
23	25	27
24	27	28
25	20	25
26	18	27
27	8	10
28	15	28
29	A	A
30	5	22
31	18	21
32	A	A
33	A	A
34	A	A
35	A	A
36	18	25
37	18	24
38	21	28
39	15	20

Pretest and Posttest scores on pronunciation were analyzed using the formula for significance of difference between correlated means.

N = 34	<u>Pretest</u>	<u>Posttest</u>
Mean scores	18.8 (M ₁)	25.2 (M ₂)
Standard Deviation	5.8 (S ₁)	4.4 (S ₂)

Standard Error of Mean 1 (6M₁) 0.75 (6M₂)

Difference between Means 6.4

Correlation between pretest and posttest $r = 0.59$

$t = 7.7$ (significant at .01 level)

Thus, it can be seen that students have made improvement in their pronunciation skill, with the intervention programme provided for their enrichment:

TEACHING OF ENGLISH LANGUAGE

STD : VIII VOCABULARY : LIST A

Police man	Dinner	Post man	Pot
Mat	Food	Matter	Pan
Pen	Book	Third	Fulbul
Forest	Rock	Branch	Moon
Basket	Look	Jump	Drink
Open	Fry	Glass	Market
Sweet	Farmer	Water	Vegetable
Good	Holiday	Yeard	Coconut
Apple	Bycycle	Farm	First
Second	Thirty	Forty	Eight
Ploug	Step	Wake up	Wash
Ready	Branch	And	Boy
Under	Orange	Fruit	Forget
Show	Cloud	River	Vegetables
Village	Garden	Nest	Good-by
Thank-you	Sarre	Frock	Shirt
Cap	Home	Good	Green
House	Lamp-post		

TEACHING OF ENGLISH LANGUAGE

STD : VIII VOCABULARY LIST - B

Frocks	Shirts	Caps	Picture
Saree	Black	Please	Pin
White	Red	Goodmorning	House
Green	Home	Lamp post	Garden
Village	Nest	Thank you	Good by
Hill	Moon	Basket	Star
Lower	Train	Fire	Rock
Tree	Buses	Lorry	Bycycle
Station	Plant	Rose	Tomato
Seeds	Banana	Nature	Sky
Leaves	Aeroplanes	Crops	Show
Cloud	River	Vegetables	Forget
School	Mother	Coconut	Neen
Farmyard	Delight	Draw	Visit
Rain	Climb	Meet	Fly
Drink	Look	Jump	Open
Cover	Name	To Shut	To Clean
To return	Plough	Ready	Wash
Wakeup	Step	Sow	Reach
Pick	Bring	Self	Matter
Things	Will	Eggs	Milk
Tea	Pan	Food	Mat
Dinner	Post man	Glass	Water
Sweet	Market	Farmer	First
Second	Eighty	Forty	Thirsty
Dozen	Whole	Matters	Ninety
Least	Holiday	Hundred	Seventy
Twenty	Third	Bushes	Bulbul

Forest	Branch	Crass	Farm
Wood	Seed	Mango	Apple
Fruits	Grapes	Orange	Letter
Box	Feather	Snake	Beak
Butterfly	Fox	Buffaloes	Tortoise
Elephant	Cow	Horses	Camel
Mouse	Monkey	Tame	a bone
Cage	Bark	Wild	Roar
Different	Beautiful	Waterside	Baker
Woodcutter	Carpenter	Bottom	Cruel
Easy	Quarrelling	Faithful	Parents
Master	Wonderful	Blank	Bravest
Steady	Least	Deep	Servant
Hawker	Soft	Scout	King
Perhaps	Silly	Proud	Pretty
Worst	Sadly	New	Quiest
Heavy	Driver	Doctor	Wife
Bright	Stranger	Behind	Rich
Around	Quietly	To	

PRETEST AND POSTTEST SCORES ON SPELLING OF STD VIII

ROLL NO	PRETEST	POST-TEST
1	19	22
2	15	21
3	13	16
4	14	14
5	17	24
6	17	20
7	22	20
8	19	22
9	17	22
10	19	26
11	18	22
12	18	19
13	20	25
14	21	22
15	18	20
16	21	21
17	19	11
18	23	26
19	17	23
20	18	26
21	20	26
22	20	21
23	25	27
24	22	25
25	20	26
26	20	22
27	11	20
28	20	20

ROLL NO	PRETEST	POSTTEST
29	5	15
30	12	22
31	21	20
32	A	A
33	A	A
34	A	A
35	A	A
36	25	22
37	24	25
38	28	28
39	15	16

The scores were analyzed using the formula for significance of difference between correlated means.

N = 35	Pretest	Post-test
Mean	18.00 (M_1)	21.6 (M_2)
Standard Deviation	3.95 (σ_1)	3.87 (σ_2)
Standard Error of Means	0.66 (σM_1)	0.55 (σM_2)

Difference between Means 3.6 Correlation between pretest & Posttest $r = 0.65$
 $t = 6.10$ (significant at .01 level)

Thus it can be seen that the enrichment programme provided in English vocabulary has resulted in improved performance.

(C) TEACHING OF ENGLISH LANGUAGE TO STD : VII

The same procedure was followed as for Std. VIII. First pretest was given on 25 words of the vocabulary selected from Std. V to Vii. With the help of flash cards students were given practice in pronunciation and spellings as per the list of words given in List A. Afterwards posttest was given. The scores are given below.

PRETEST AND POSTTEST SCORES IN PROUNCIATION FOR STUDENTS OF

STD VII

ROLL NO	PRETEST	POSTTEST
1	15	17
2	10	11
3	14	15
4	A	A
5	4	6
6	14	14
7	10	15
8	12	24
9	22	25
10	25	25
11	23	27
12	21	27
13	10	18
14	16	28
15	8	14
16	9	14
17	5	7
18	10	11

ROLL NO	PRETEST	POSTTEST
19	17	20
20	A	A
21	14	27
22	27	27
23	23	25
24	A	A
25	22	27
26	13	15
27	8	12
28	4	10
29	3	3
30	6	10
31	18	25
32	2	5
33	A	A
34	12	23
35	14	22
36	12	20
37	3	8
38	6	18
39	0	3
40	18	23
41	5	5
42	28	29
43	A	A
44	12	10
45	28	29
46	8	20
47	24	24
48	19	27
49	14	22

1

11

111

111

111

ROLL NO	PRETEST	POSTTEST
50	10	23
51	17	25
52	7	23
53	3	10
54	10	20
55	4	10

The scores were analyzed using the formula for significance of difference between correlated means.

N = 50	<u>Pretest</u>	<u>Posttest</u>
Mean	12.78 (M_1)	17.90 (M_2)
Standard Deviation	7.44 (σ_1)	7.81 (σ_2)
Standard Error of Means.	1.05 (σ_{M_1})	1.10 (σ_{M_2})

Difference between Means : 5.12 Correlation between pretest and posttest = 0.84

$$t = 8.5 \quad (\text{significant at .01 level})$$

Thus, it can be seen that the enrichment given with the help of flash cards in ~~pronunciation~~ ^{English} of selected words, ~~of vocabulary~~, has brought about improvement in their performance in posttest.

PRETEST AND POSTTEST SCORES IN SPELLING FOR STUDENTS
OF STD. VII (LIST B)

ROLL NO.	PRETEST	POSTTEST
1	11	17
2	15	11
3	16	15
4	11	11
5	6	17
6	11	11
7	10	10
8	15	20
9	26	24
10	18	19
11	22	26
12	20	20
13	16	22
14	20	23
15	9	22
16	11	21
17	17	17
18	15	19
19	16	20
20	A	A
21	14	27
22	24	22
23	21	21
24	A	A
25	20	22
26	12	19
27	12	16
28	7	10

ROLL NO	PRETEST	POSTTEST
29	10	10
30	13	12
31	14	14
32	6	11
33	0	8
34	18	17
35	12	14
36	15	20
37	6	10
38	15	19
39	6	16
40	18	21
41	18	18
42	26	28
43	9	9
44	11	10
45	28	28
46	21	17
47	21	25
48	19	25
49	21	19
50	15	21
51	14	22
52	21	25
53	9	11
54	10	22
55	8	14

Pretest and Posttest scores were analyzed using the formula for significance of difference between correlated means.

N = 53	Pretest	Posttest
Mean scores	14.6 (M_1)	17.4 (M_2)
Standard Deviation	5.9 (σ_1)	5.7 (σ_2)
Standard Error of Means	0.80 (σ_{M_1})	0.78 (σ_{M_2})
Difference between Means	2.8	
Correlation between Pretest and Posttest $r = 0.70$		
$t = 4.5$ (significant at .01 level)		

Thus, the training provided in spellings, even though for a short period, has brought about significant improvement in their performance.

TEACHING OF ENGLISH LANGUAGE STD : VII

VOCABULARY (LIST B)

From	Off	Near	In-front of
Under	Before	Between	Over
On	In	There	Here
Whose	These	Those	They
It	Our	We	Her
She	His	He	Your
You	I	My	That
This	Left	Night	West
East	ANT	Animals	Hen
Chickens	Duck	Ducklings	Wings
Cock	Bird	Sparrow	Friend

Grandmother	Baby	Child	Brother
Woman	Children	Man	Boy
Girl	Mother	Sister	Father
Cow	Nose	Eyes	Ears
Mouth	Lips	Teeth	Hands
Legs	Teeth	Hair	Hot
Cold	Good	Bad	Fat
Thin	Old	Young	Head
Face	Tall	Short	Big
Small	Bring	Started	Hallo
Draw	Quickly	Kill	Lift
Spared	To brake	Angry	To beat
Follow	Remember	Belongs to	Count
Fold	Smile	Excited	Visit
Lost	Moves	To Reply	To watch
To swim	To pick	To sew	To guard
Against	Booking	Listen	Shout
Quarelling	Listed	Shout	Frighten
To wait	Swimming	Shinging	Falling
Pointing	Standing	Talking	Eating
Rising	Flying	Sleeping	Giving
Catching	Throwing	Cooking	Bringing
Taking	Laughing	Coming	Crying
Going	Putting	Shutting	Thirsty
Strong	Young	Mouth	Little
Short	Finger	Pretty	Hungry
Bat	Question	Pages	Learn
School	Ball	Window	Floor
Gate	Pen	Book	Steps
Teachers	Bag	Note-book	Table
Playing	Sentences	Pencil	Desk
Bench	Playground	Glassroom	Blackboard
Reading	Writing	Word-book.	

TEACHING OF ENGLISH LANGUAGE STD VII VOCABULARY

(LIST A)

Mouth	Strong	Young	Thirsty
Hand	Leg-s	Feet	Nose
Eyes	Her	Our	She
We	His	Small	Pretty
Short	School	Little	Finger
Hen	Chicken	Look ling	There
Over	On	In	Here
Infrontof	before	Under	Between
Near	Friend	Wing	Bird
Cock	Sparrow	Face	Big
Tall	Off	From	I
I	He	My	You
Your	Ant	East	West
Animal	This	Left	That
Right	Father	Mother	Sister
Cow	Ball	Woman	Girl
Boy	Children	Man	Women
Brother	Baby	Grand mother	Child
Duck	Floor	Step	Pen
Book	Gate	Table	Bag
Note-book	Chair	Teacher	Bat
Window	Pages	Hungry	Learn
Class room	Reading	Word book	Black board
Writing	Teeth	Ears	Old
Head	Hair	Hot	Good
Fat	Dust	Pencil	Playing
Sentence	Bench	Moves	To reply
To pick	To watch	To swim	(Sevendays s,t,)
Smile	Count	Visit	Lost

Excite	Fold	Shared	Brake
Lift	Angry	Follow	To Beat
Belong to	Remember	Work	Catch
Give	Cook	Draw	To come
To take	To bring	Laugh	Throw
Listen	Guard	Listen	Teacher
To cry	To put	To shut	Go
Monday	To day	Day	Monsoon
Tomorrow	Late	Yesterday	Week
Afternoon	Kill	Draw	Listen
Shout	Quickly	Bring	Booking
Half	Start	Early	Night
Half	Quarter	Short-hand	Sunday
Long-hand	Saturday	Interest	To fly
To rise	To talk	To Eat	To sleep
Time	Clock	Morning	Village
Please	To stand	To fall	To shine
To swim	To point		

6.0 STUDENTS REACTIONS ON MAKING EXERCISE BOOKS.

A questionnaire was given to students of std. VII, VIII & IX, to get their reactions and evaluate the training programme.

(a) REACTIONS OF STUDENTS OF STD VII.

53 students of Std. VII were involved in making exercise books of 80 pages. All of them liked the activity and said that the training was sufficient for them, to make exercise books, on their own. However, they wanted to be also given training in making

exercise books of 100 pages and 200 pages.

(b) REACTIONS OF STUDENTS OF STD. VIII.

26 students were involved in making exercise books of 80 & 200 pages. All of them liked the activity and said that the training was sufficient for them to make exercise books on their own. They however would have liked more training.

(c) REACTIONS OF STUDENTS OF STD IX.

28 students were involved in making notebooks of 80, 100 and 200 pages and envelopes of two sizes. They all liked the activity but would have liked more training in final cutting of notebooks. Since a cutting machine is too expensive (Rs. 15,000/-) it could not be purchased. The final cutting was therefore done in a press and not all students could be involved.

7.0 INTERVIEWS OF COMMUNITY ADULTS.

An interview was taken of 100 adults in the villages, mostly parents. Only one member has passed S.S.C.E., 13 were educated upto std. VII, 35 upto std V and the rest were not educated at all. About 90% of the mothers were uneducated and housewives. About 13 members had income below Rs. 100/-, 52 had income between Rs. 100 & Rs. 500/- and 40 had income between Rs. 500 and Rs. 1000/-. Majority had joint families. Only eight had nuclear families. All of them were happy that a high school had been started. Asked about the

improvements they would like to see in the school, 83 wanted better lighted & ventilated classrooms, 78 wanted adequate drinking water to be provided, 43 wanted laboratory facilities, 49 wanted benches to be provided, 23 wanted library facilities, 7 wanted good roads, 3 wanted playground and about 5 members wanted scholarships for their children.

98 of the 100 parents interviewed said, they could not help their children in their studies and would welcome extra-classes to be provided by the school. The importance of education in making progress in life was realized by 94 parents. All the children helped at home in farming, getting water or some other activity. All parents said their children were healthy and did not have any problems 62% of the parents wanted their children to be educated upto S.S.C.E., whereas 45% wanted their children to go in for a higher education. About 77% were willing to enroll themselves for training and education in basic skills. Following were their choices.

(1)	Exercise books	36
(2)	Phenyle & Soap making	49
(3)	Growing fruits & Vegetables	18
(4)	Greeting Cards	21
(5)	Envelopes, Bags etc.	7
(6)	Bookbinding	21
(7)	Stitching / Embroidery	40
(8)	Bread / Biscuit	13

(9)	Jam / Jelly / Sauces / Juices	1
(10)	Rakhees	17

It was planned to provide training to the volunteering community members in making soap / phenyle. However, they were free only in the evenings. Since the village is 20 kms from Pune and there is no regular bus service, we could not find anybody willing to go to the village in the evenings to teach them how to make soap and phenyle. Also there was nobody from the village who knew and was willing to do so. It was then decided to train two teachers from the school, who would then train the villageers. At this stage, it was decided to curtail the project to a pilot study only and not spend more than Rs. 10,000/-. Thus the proposal for training the villagers was dropped.

8.0 DEVELOPING A MODEL OR STRATEGY OF SELF LEARNING FOR RURAL YOUTH.

The aim of the pilot study was to develop a strategy of self learning for rural youth in topics related to their life. The strategy suggested is given below.

- (i) Identify the needs of the rural community
- (ii) Ensure that the needs are commensurate with and beneficial to the community.
- (iii) Locate a center where training can be provided, preferably a permanent one, like a school.

- (iv) Prepare a package of slides, films, audiovisual material for training in the desired vocations.
- (v) Provide intensive training to educated youth from the village itself, like teachers, to conduct the training programme.
- (vi) Conduct the programme at a time convenient to the village folks.
- (vii) Develop infrastructure for trading in commodities. Gradually train the village youth to take over these functions through establishment of cooperatives.
- (viii) Simultaneously conduct educational programmes on hygiene, family planning etc.

This strategy needs to be validated by trying it out in two or three more villages. The emphasis should be in motivating the villagers to conduct such programmes on their own. Organizational and financial help may be provided by different agencies. Also monitoring of these programmes by experts is essential.

आदर्श बहुव्यापी शिक्षण व प्रशोधन महाविद्यालय, कर्वे पथ, मुंबई - ४३१००४.
विद्यार्थ्यांच्या पालकांसाठी प्रश्नावली (परिशिष्ट-१)

- १) विद्यार्थ्याचे नाव
- २) वडिलांचे नाव
- ३) वडिलांची शैक्षणिक पात्रता
- ४) वडिलांचा व्यवसाय
- ५) आईचे नाव
- ६) आईचा व्यवसाय
- ७) आईचे उत्पन्न
- ८) याशिवाय कोणी कर्मवीर असले तर त्याचे नाव
- ९) त्याचे उत्पन्न
- १०) कुटुंबाचे एकूण उत्पन्न (मासिक)
- ११) एकत्र कुटुंब की विभक्त
- १२) गावात हायस्कूल सुरू झाल्याने पालकांना समाधान झाले आहे काय ?
- १३) शाळेत कोणकोणत्या सुधारणा व्हाव्यात असे वाटते ?
- १४) तुम्ही तुमच्या मुलांना अभ्यासात मदत करता का ? कशाप्रकारे करता ?
- १५) मुलांच्या शिक्षणाचे बाबतीत तुम्हाला काय वाटते ?

- १६) तुमची मुले तुम्हाला घरकामांत मदत करतात का ? काय मदत करतात ?
 - १७) शाळेतील शिक्षकांबद्दल मुलांच्या काही तक्रारी आहेत काय ?
 - १८) तुमची मुले तुमच्याशी कशी वागतात ?
 - १९) तुमच्या मुलांत एखादा शारीरिक किंवा मानसिक दोष आहे काय ?
 - २०) असा कोणता दोष तुमच्या मुलांत तुम्हाला आढळतो ?
 - २१) तुमचा मुलगा कुठपर्यंत शिकू इच्छितो ? पुढे तो का शिकू इच्छित नाही ?
 - २२) त्या मुलाला/मुलीला पुढे शिकविण्याची तुमची इच्छा आहे का ?
 - २३) तुमचा मुलगा गावातल्या गावांत कोणता उद्योग/धंदा करू शकेल ?
 - २४) एखादा उद्योग करावयाचा ठरला तर तुमच्या गावात कोणकोणती साधन सापळीअगर कच्चा माल मिळू शकेल ?
 - २५) तुमच्या मुलांना जर खालीलपैकी एखादा व्यवसाय शिकविला तर तो स्वतंत्रपणे पैसे मिळवू शकेल काय ? (तो मिळवू शकेल अशा कोणत्याही दोन व्यवसायापुढे (✓) अशी सून करा)..
- १) राख्या तयार करणे.
 - २) साबण, फ्लिज, भांडी वासण्याची पावडर बनविणे.
 - ३) फळभाटे लावणे व त्याची निगा राखणे.
 - ४) टाकाऊ वस्तुपासून खेळणी किंवा इतर टिकाऊ उपयुक्त वस्तु बनविणे.

- ५) भेटकार्डें तयार करणे.
- ६) कागदी पिशव्या, पाकिटे, लक्षोटे तयार करणे.
- ७) पुस्तक बांधणी करणे.
- ८) शिवणकाम, भरतकाम
- ९) पाव, बिस्किटे तयार करणे.
- १०) जॅम, जेली, सॉस, लोणचे तयार करणे.
- ११) सरबते तयार करणे.
- १२) व्हया तयार करणे. इत्यादी.

आदर्श बहुव्यापी शिक्षण व संशोधन महाविद्यालय, कर्तें पथ, पुणे-४१२००४.
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विद्यार्थ्यांसाठी प्रश्नावली (परिशिष्ट-१)
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- १) तुम्ही आस्तापर्यंत कोणकोणत्या प्रकारचे पुस्तक बांधणी शिकलात ?
- २) तुम्ही कोणकोणत्या प्रकाराने वह्या तयार करण्यास शिकलात ?
- ३) तुम्हाला वह्या तयार करणे व पुस्तक बांधणी करावयास आवडते का?
- ४) तुम्ही स्वतःचे स्वतः स्वतंत्रपणे वह्या तयार करू शकाल का ?
- ५) तुम्हाला ज्या पद्धतीने पुस्तक बांधणी वह्या तयार करणे शिकविले ते पुरेसे वाटते का ?
- ६) वाटत नसल्यास तुम्हाला वह्या तयार करणे व पुस्तक बांधणीसाठी अजून काय शिकविणे आवश्यक वाटते.
- ७) तुम्ही पाकिटे तयार करावयास शिकलात ते करावयास आवडते का ?
- ८) तुम्ही स्वतंत्रपणे पाकिटे तयार करू शकाल काय ?

आदर्श बहुव्यापी शिक्षण व संशोधन महाविद्यालय, कर्वेरोड, पुणे - ४११००४
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विद्यार्थ्यांसाठी प्रश्नावली (परिशिष्ट - ३)
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- १) विद्यार्थ्याचे नाव
- २) वडिलांचा व्यवसाय
- ३) आईचा व्यवसाय
- ४) कुटुंबाचे उत्पन्न
- ५) कुटुंबातील मुलांची संख्या (भाऊ -- बहीण) किती ?
- ६) कुटुंबात तुम्ही मोठे / लहान / की मधले ?
- ७) तुम्हाला कोणकोणते छंद आहेत ?
- ८) तुम्ही कोणकोणते खेळ खेळता ?
- ९) तुम्ही कोणकोणती बक्षिसे मिळविली आहेत ?
- १०) तुम्ही कोणत्या विषयांमध्ये नापास होता ?
- ११) तुम्हाला पुढे शिकावेसे वाटते का ?
- १२) वडिलांचा व्यवसाय करावासा वाटतो का ?
- १३) तुम्हाला घ्यासाठी काही शिक्षण (आवश्यक) घ्यावेसे वाटते का ?
- १४) दिलेल्या शिक्षणाचा उपयोग करून प्राप्ती करू शकाल का ?

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१५) तुम्हाला कोठे काम करावयास आवडेल ? गावात/पुण्यात/कोठेही !

१६) खालील पर्यायांपैकी तुम्ही कोणता पर्याय निवडाल.

१) राखी बनविणे.

२) ताबण व फिल्ले बनविणे.

३) वृक्षा रोपण

४) टाकावू वस्तुपासून टिकावू वस्तु बनविणे.

५) ग्रीटिंग कार्ड्स

६) पाकिटे तयार करणे.

७) पुस्तक बांधणी.

८) शिवणकाम व भरतकाम

९) पाव बिस्किटे तयार करणे.

१०) जॅम जेली तयार करणे.

११) सरबते तयार करणे.

१२) वहया तयार करणे.

RURAL ENRICHMENT EDUCATIONAL PROJECT

SUMMARY

(Submitted to ERIC, NCERT, NEW DELHI)

The aim of the project was to develop a model or strategy for self learning by rural youth on topics related to their life. For this two villages, Gorhegaon and Khadakwadi, both around 20 kms. from Pune were selected. Both were predominantly agricultural villages.

In Gorhe village, student teachers were involved in training the villagers in various vocations like making Rakhees, preparing detergent powder and greeting cards etc. While the villagers showed enthusiasm in the begining, specially when their products were being sold, they slowly dropped out as they got busy with harvesting of their crops. Also, as there was no permanent center available, it was difficult to organize them.

Keeping in mind the difficulties faced in Gorhe village, the project was planned for Khadakwadi. A secondary school was selected as the center. Emphasis was laid on training students of the school and drop outs. First a questionnaire was given to the students of std. VII, VIII, & IX to identify their needs. Out of a list of fifteen activities, the majority gave their preference for book binding and making exercise books. Also many students expressed the need to be trained in use of English language.

A fifteen days orientation programme was organized. Students made 600 exercise books of 80, 100, and 200 pages. They were explained the buying and selling strategies, the avenues open to them in this field, in addition to training in the skills of making exercise books. At the end of the training period, a questionnaire was administered to gauge their views. Majority of the students felt that the training was sufficient for them to make exercise books on their own. However, many students wanted to learn how the final cutting was done and wanted training in it. But since the cutting machine costs around Rs. 7000/-, it was not possible to purchase it. The cutting was done in a press and thus students could not be trained in this skill.

Students of Std. VII, VIII, & IX were first given a pre-test in English vocabulary - pronunciation and spelling. Vocabulary from their textbooks was identified and graded. Flash cards were prepared and students given practice in pronunciation and spelling. Students of std. IX were also taught the use of vocabulary in sentences. A post-test was given. All the three classes showed significant improvement, even though the training period was short.

The adults in ~~Gone~~ village were trained in vocations like making Rakhee, Soap etc. and the adults in the community at Khadakwadi were also interviewed to identify their needs. However, due to lack of time, funds and practical problems, they could not be trained.

The model for self-learning proposed for rural youth is as follows :

- (1) Identify the needs of the rural community.
- (2) Ensure that the needs are relevant to the enrichment and beneficial to the community.
- (3) Locate a center where training can be provided, preferably a permanent one, like a school.
- (4) Prepare a package of audio-visual material for training in the desired vocations.
- (5) Provide intensive training to educated youth from the village itself, like teachers, to conduct the training programme.
- (6) Conduct the programme at a time convenient to the village folks.
- (7) Develop infrastructure for trading in commodities
- (8) Simultaneously conduct educational enrichment programmes.